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ABSTRACT

This annotated bibliography was prepared for the kindergarten through ninth grade social studies teacher and student for the purpose of ethnic studies. Although some of the references are to works of fiction and poetry, most of the entries are intended to give the teacher and the student a background in the heritage of the appropriate group, teaching methods, or both. Several of the entries are bibliographies themselves in order to give the reader avenues to other works. Both print and non-print materials are included along with a few copyrighted works. However, most are materials of limited circulation such as curriculum guides, position papers, and conference proceedings. (CWE)

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TEACHING ABOUT MINORITIES:
AN ANNOTATED BIBLIOGRAPHY ON BLACKS, CHICANOS, AND INDIANS

by

Clay Bridgford

SP001014

ERIC Clearinghouse for Social Studies/Social Science Education
970 Aurora, Boulder, Colorado 80302

April, 1971

This paper was prepared at ERIC/ChESS especially for John Haas' SSEC conference on the teaching of minorities.

Introduction

This selected bibliography, containing both print and non-print material, is intended to serve three purposes: (1) to provide background works for the teacher in social studies who is teaching about minority groups in the United States; (2) to provide materials for students who are studying about minority groups; and (3) to give the teacher materials to be used as aids in conducting classes on minority history, culture, etc. The entries were selected especially for the teacher who is teaching non-minority children about minority groups. Several of the entries are themselves bibliographies that will broaden the listings for the reader. Materials appropriate for all age groups are included. No attempt has been made to categorize the entries by age groups or intended purposes due to the fact that most of the entries contain information directed to two or even three of the purposes and to several age levels. The annotation gives the intended readership.

Few references have been made to copyrighted works such as books, or periodicals on the assumption that these materials are readily available. Instead, the emphasis has been on materials of limited circulation. Most of these references can be located and obtained through the ERIC system. For instructions on how to use the ERIC system refer to the section immediately following the introduction. Those entries marked with an asterisk are currently being processed for inclusion in ERIC and should be available in July or August, 1971. Those entries followed by an ED number are now available from ERIC. EJ numbers refer to journal articles, annotated in CIJE, and are not available from ERIC Reports. For entries which are not available through ERIC and which are not available through libraries it is suggested that the author be contacted directly, expecially since many of the documents were produced by school districts in the Denver area.

A special mention needs to be made concerning the Resource Center at Metropolitan State College, Denver. This office was recently established at Metro in the Department of Behavioral Sciences by Professor Daniel Valdes. It contains the works of a conference held at the University of Denver in 1969 on the teaching of and about minority groups. and it is a collection point for materials which have been obtained since 1969. Although the Resource Center is not presently able to check material out, students and teachers can use there the many works on Black, Chicano, and Indian heritages. A list of the holdings, both print and non-print, is available from the Center, as well as at the conference on Teaching About Minority-Ethnic Cultures. The Resource Center is located at 431 W. Colfax, Denver.

In addition to the background materials at the Resource Center there are eight teaching units concerned with Chicano culture. These units cover: (1) Latin American society; (2) Hispano-Anglo relations; (3) cultural imperialism: manifest destiny or Anglo superiority; (4) Hispano pioneers: (5) social,

political, and cultural history of the Hispano people; (6) geography of Hispano settlements in the Southwest; (7) pioneer heritage of the Hispanos; and (8) the exploration and colonization of the New World. These units will not be available for distribtion until some time in the near future, but they can be used in the Center's office now.

This paper is divided into four sections: Teaching About Indians, Teaching About Chicanos, Teaching About Blacks, and Teaching About Minorities. Papers dealing with two or more of the minority groups are included in the section Teaching About Minorities.

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The Clearinghouse newsletter is available free of charge. Write ERIC/ChESS, 970 Aurora, Boulder, Colorado 80302. Information about your professional position, institution, and special topic interests will enable the Clearinghouse to better serve its constituency through the newsletter, Keeping Up.

American Indians. An Annotated Bibliography of Selected Library Resources. Minneapolis: Minnesota Dept. of Education, 1970. ED 040 004.

Participants in the library services institute for Minnesota Indians compiled an annotated bibliography of materials about American Indians which had been evaluated from an Indian frame of reference. Materials were evaluated in terms of artistic quality, reader appeal, and potential contribution to the study of American Indians. Included in the bibliography are over 500 entries representing library books classified by educational level, pamphlets and periodicals, films and filmstrips, pictures and photographs, maps, slides, and records.

Buck, J. M. Indian Literature for Junior and Senior High Schools. Division of Indian Education, 1968, ED 042 531.

Literature cited in this annotated bibliography is organized into 5 categories: 1) fiction--52 entries published from 1940 to 1966; 2) poetry, plays creative writing--8 entries published from 1966 to 1967; 3) Myths, legends, folktales--23 entries published from 1947 to 1967; 4) nonfiction--32 entries published from 1959 to 1967; and 5) biography--52 entries published from 1947 to 1963. This list is an attempt to gather pleasure books for Junior and Senior high school students about the North American Indians. A bibliography of book-selection sources is appended.

"Grandma's Trunk." (Available Fall 1971)

This is a collection of personal objects which might have been in the possession of an Indian grandmother in the last century. This collection can be viewed at the State Museum, 200 14th Avenue, Denver. Contact School and Interpretive Services Dept., phone 892-2069.

Hoffman, V. and Johnson, B. H. Navaho Biographies. Rough Rock Demonstration School, 1970. ED 040 784.

Presented here is a collection of the life stories of 15 famous Navajo leaders. . he document explores the eventful, often tragic, history of the Navajo tribe from the time of Narbona (1773), when Navajo land was Spanish Territory, to the present. The document presents this historical account in a manner that reflects the pride and dignity of the "Dine," as the Navajos call themselves. Through all the biographies, there is a chronological continuity which gives clarity to the history of the Navajos and their relations with the outside world. The writing is intended for the student as well as the adult reader. Accumulation of the information was obtained through interviews with Navajo leaders and descendants of past leaders and through historical documents. Also included are a pronunciation guide for Navajo and Spanish words and a bibliography for the first 9 biographies.

Indian Heritage. Denver: Denver Public Libraries. Ed 036 342.

This annotated bibliography of selected holdings of the Denver Public Library covers several areas of Indian life, especially of those Indians west of the Mississippi. An adult section and a children's section are included for films and records, as well as printed materials. Annotations include call numbers.

Materials on Indians of North America. An Annotated List for Children. Cooperative Childrens Book Center, 1970. Ed 039 991.

In an attempt to present a variety of effective literary approaches and to facilitate an appreciation of the North American Indian in the development of our civilization, this annotated list was compiled and arranged by broad cultural area classification. Some 86 citations of materials published between 1931 and 1970 are listed under the following headings: 1) background reading on the North American Indian, 2) California, 3) Eskimo, 4) Eastern and Northern woodland, 5) Northwest coast, 6) plains, 7) Southeast, 8) Southwest, and 9) Wisconsin--central woodland. Each entry is coded with reference to intended use (i.e., basic, curriculum enrichment, current, exhibit, audiovisual, bibliographical, vertical file), and appropriate reading levels (kindergarten through adult) are indicated after each citation. A brief listing of audiovisual materials and a list of additional bibliographies on Indians are also included.

Rolfsrud, E.N. The Story of Red River Land. Washington, D.C.: U.S. Office of Education, 1967. ED 042 658.

This resource book provides the teacher with a summary narrative of the history and the development of the Red River Basin, a lakebed plain that extends from the Canadian border into Minnesota and North Dakota. There are many historical topics covered: the geology, cultures of the Sioux and Chippequa, fur trading, exploration, settlement of the valley, military involvement, Indian uprisings, agricultural development, and the influence of trade and industrial development. This book can be used to supplement the material covered in the "Red River Land" television series developed by this ESEA Title III Pace Project.

Ute Unit with History, Suggested Activities, and Teachers' Guide. Cortez, Colorado: 1968. ED 032 969.

This curriculum unit for fourth-grade students, developed by the Montelores Studies Center, Cortez, Colorado, which is funded by the Elementary and Secondary Education Act, Title III, presents a history of the Ute Indians, suggested activities for students, and a teachers' guide. The history section outlines the historical development of the Ute Indians from the time of their migration from Asia to the present. The activities section contains a set of suggested activities, reference to materials available from Montelores Studies Center, and an annotated bibliography. The Teachers' guide lists organizations and resource persons to be contacted for additional information and resource materials. Not available in hard copy due to marginal legibility of original document.

Vogel, Virgil. "The Indian in American History." Social Education. February, 1969. p. 200. ED 077 729.

This paper gives the influence of the American Indian in American society by pointing out the adoption of terms, concepts, inventions, and foods.

Teaching About Chicanos

Brussell, Charles B. Disadvantaged Mexican-American Children and Early Education Experience. Austin, Texas: Southwest Educational Development Corp., 1968. ED 030 517.

The main focus of this work is on the disadvantaged student and techniques useful in teaching in Chicano schools. The first part provides a rather thorough background on historical, anthropological, and sociological traits of the Mexican-American. It is an especially useful section for grasping the nature of the Chicano culture.

Carpio, Sal, Bill Harwell, James DeBell, and Dave Sischo. Study Lessons in the History of New Spain, Mexico, and the Early Southwest. Denver: School of Education, University of Denver, 1969.

The development of Mexico and the Southwestern United States is the theme of the work, balancing the traditional emphasis on the Eastern Seaboard of the U.S. Background material for both the teacher and the student is included in each section, as well as skill activities designed to complement the narrative. The lessons cover aspects from the first Spanish colonization to the events leading to the Mexican War. The lessons can be taught separately or as part of a larger unit on U.S. History.

Caselli, Ron and others. The Minority Experience - A Basic Bibliography of American Ethnic Studies. Santa Rosa, California: 1970, ED 038 221.

Approximately 950 books and periodicals published between 1940 and 1969 are cited in this bibliography prepared for teachers and students of American minority ethnic groups. Afro-Americans, Mexican-Americans, and Native Americans are the three groups specifically covered in the bibliography. The titles dealing with each minority group reflect concern for many areas of inquiry. Specific areas of concern are sociology, economics, and psychology. Most citations have been included to provide a historical approach to current problems.

"El Conquistador."

A quarterly publication of the Aztec Action Association of Denver. It provides articles of background interest on Chicano affairs, as well as a thoughtful work on current issues. The office address is 1435 Lamar, Lakewood, Colorado 80214.

Garza, Ben and others. Chicano Bibliography. Education...The Last Hope of the Poor Chicano. Davis, California: 1969. ED 034 642.

Developed to support Chicano studies and provide Chicano students with readings which would explore the Chicano heritage, this bibliography lists approximately 900 sources pertaining to Mexican history and prehistory. Included are materials relating to Chicano problems such as health and nutrition, employment and working conditions, and education and civil rights. The bibliography, covering the years 1829 through 1969, was compiled by Chicano students of the Davis campus of the University of California.

"Grandma's Trunk." (Available Fall 1971)

This is a collection of personal objects which might have been in the possession of a Chicano Grandmother in the last century. The collection can be viewed at the State Museum, 200 14th Avenue, Denver. Contact School and Interpretive Services Dept., Phone 892-2009.

Grebler, Leo, Joan Moore, and Ralph Gugssan. The Mexican-American People. New York: Free Press, 1970.

This is the report of an interdisciplinary study conducted by UCLA, 1964-1968. It covers the background, tradition, social, political, and religious aspects in a comprehensive way.

Handbook for Simulated Experiences in Human Relations: A Total Immerssion in the Hispano Culture. Denver: School District 12,Adams County.

This teaching unit approaches the study of Hispano heritage by outlining methods of immersing the student, at the elementary level, in the various phases of Hispano culture. Suggested experiences and visual aids are included, as well as a bibliography.

Harrigan, Joan. Materials Tocante Los Latinos. Denver: Colorado Department of Education, 1967. ED 018 292.

The extensive list of materials is intended for the student, the professional, and the layman. The six sections are: 1) general reading list; 2) bilingual materials; 3) related bibliographies; 4) Professional materials; 5) newsletter and periodicals; and 6) miscellaneous listings for works no longer in print.

Harrigan, Joan. More Materials Tocante Los Latinos. Denver: Colorado Department of Education, 1969, ED 031 344.

This annotated bibliography of both print and non-print materials list works not widely circulated. All age levels are included.

Haslam, Gerald. "Por La Causa.' Mexican-American Literature." College English. April, 1970. p. 695.

The article provides a description of the works of several Chicano writers who are now defending and expounding on the theme of Chicano culture in the Anglo world. It would be particularly instructive as a source for prior knowledge on works to be used in a high school literature class.

Hernandez, Luis F. "A Forgotten American." New York: Anti Defamation League of B'nai B'rith, 1969. ED 041 980.

This phamplet is a resource unit for teaching about Mexican-American heritage in the United States. It uses sources in anthropological, sociological, and historical studies to reveal some of the major traits of the Mexican-American. A bibliography is included.

Medina, Luis. "Toward our Understanding of Hispano Cultural Values." Challenge. Colorado Council for the Social Studies, 1969. p. 40.

This paper discusses some of the processes and characteristics of acculturation. The role of attitudes in the process is given special attention.

Mexican Heritage. Denver: Denver Public Library. ED 036 342.

This selected annotated bibliography of the holdings in the Denver Public Library, in several fields concerned with Mexican-Americans, has sections for children and adults. References are for printed material, as well as for film and records. Annotations include the call number.

Nava, Julian. Mexican-Americans; Past Present and Future. New York: American Book Co., 1969.

This work traces the history of Mexicans in the U.S. and describes their social, political, and cultural contributions. It includes a brief history of Mexico.

Paz, Octavio. The Labyrinth of Solitude: Life and Thought in Mexico. New York: Grove Press, 1961.

Provided is an insight into the national character of the Mexican by a citizen of Mexico. The essays on various aspects of personal life reveal the Spanish heritage from which the Mexican derives his outlook on life.

*Rowan, Helen. The Mexican American. 1968.

This paper was prepared for the U.S. Civil Rights Commission. It provides an overview of the current state of Mexican-Americans in terms of education, umemployment, political participation, and ecomonic status.

Rubel, Arthur J. Across the Tracks: Mexican-Americans in a Texas City. Austin: University of Texas Press, 1966. ED 021 685.

This is the report of the anthropologist author's in-depth study of Mexican-American social, political, and economic life. It gives particular attention to the intergroup relations between the Anglos and Mexican-Americans.

*Shaw, Mary Marth, et al. Hispanic Heritage: An Annotated Bibliography. Denver: School of Education, University of Denver, 1969.

This is an extensive bibliography prepared for the experienced Teacher Fellowship Program for U.S. History Teachers and Supervisors of Urban Disadvantaged Spanish-American Youth. The sections cover geography, history, colonial policies, Hispano-Anglo relations, and the 20th Century Hispano.

Valdes, Daniel, and Tom Pino. "Ethnic Labels in Majority-Minority Relations." The Challange. Colorado Council for the Social Studies, 1969.

The paper is useful for clarification of common terms used in referring to cultural groups. It also suggests procedures for standardizing the useages of these terms.

Teaching About Blacks

*The Black Experience in America. Columbus, Ohio: American Education Publications, 1971.

This is a series of ten units for grades 7-12 on Black Heritage. Each unit was prepared by a scholar in the field and then adapted for the grade levels. Titles covered are: Pioneers and Planters, The Hurricane Promise, Rebellion and Protest, Forward for Freedom, The Last Promise, Reign of Jim Crow, Northwar Bound, Glory Road, Struggle for a Nation's Conscience, and Pride and Power.

"Black History." Denver: State Historical Society of Colorado.

These history lessons are presented at the State Museum through slides, music, and objects. The lessons are designed for fifth- and sixth- grade students, and are presented Monday, Tuesday, Wednesday, and Friday during the school year. The emphasis is on the role played by Blacks in the settlement of the West. Arrangements can be made by contacting the School and Interpretive Services Dept. of the Museum, phone 892-2069.

Brown, Lelita. "Why and How the Negro in History. Current Trends in Negro Education and Shorter Papers." Journal of Negro Education. Fall, 1969. EJ 013 516.

A discussion is provided on the rationale of teaching Negro history to all students, and the possible uses of such information.

Clements, Clyde, C. Jr. "Black Studies for White Students." Negro American Literature Forum. March, 1970. EJ 021 134.

The author recommends black studies for white students and suggests some means of establishing such studies.

Grambs, Jean. "Two Open-ended Stories to Teach Intergroup Understanding." Grade Teacher. April, 1969. p. 122.

Two stories are provided which can be used to motivate the student in the primary levels to exploring the area of Black-White relations.

Grubman, Annette. "The Best Start is an Early Start." Grade Teacher. April, 1969. p. 107.

The author makes the point that teaching about Afro-Americans should begin in Kindergarten. Provided are brief comments on several books, readers, etc. that would be appropriate for children K-6.

Headlee, Judy Anne. "An Educational Approach to Negro Individualism." English Journal. January, 1970. p. 34. EJ 014 293.

The article advocates teaching Negro literature for its literary, as well as social value.

Kaiser, Ernest. "In Defense of the People's Black and White History and Culture: Part II." Freedomways. Summer, 1970. p. 157. EJ 022 540.

Part II discusses the distortion or neglect of black studies by white American academics, and answers various approaches considered to attack black history and culture.

Leckie, William. The Buffalo Soldier; A Narrative of the Negro Cavalry in the West. Norman: University of Oklahoma Press, 1967.

The Negro troops assigned to the 9th and 10th Cavalry units are the subject of this history. It gives attention to the complicated racial situation of the troops.

Levey, Rose Marie Walker. Black Studies in Schools. Washington, D.C.: National School Public Relations Association, 1970. ED 038 466.

This special report of Education USA provides an overview of the current status of Black Studies in American public schools. Case studies of 15 districts are presented, along with some guidelines for establishing and improving a Black Studies program.

Moyer, George (ed.). Understanding Our Black Citizens. Denver: School District 12, Adams County, 1969.

This social studies unit by the Social Studies Curriculum Committee of District 12 is designed for both primary and intermediate grades. Contributions of Blacks in history, as well as in current affairs are stressed. Lesson plans are written to answer logical questions about the Negro as he came to America, worked as a slave, and finally struggled to become part of the mainstream of American society.

Negro Heritage. Denver: Denver Public Library. ED 036 341.

This is an annotated bibliography of selected holdings in a variety of fields in the Denver Public Library. Is is for all ages and a very useful selected group of sources with call numbers listed in the annotations. References are for books, as well as films and records.

*Schatz, Walter. Directory of Afro-American Resources. New York: R.R. Bowjer Company, 1970.

Provided is information on the nature, location, and extent of primary sources in the U.S. concerning history and culture of Afro-Americans. See the section on Colorado for possible sources of Afro-American history in this state, from such places as libraries, government agencies, private foundations, etc.

Wheeler, William B. "Teaching Negro History in Public Schools, Let's Not Repeat our Mistakes. Current Trends in Negro Education and Shorter Papers. Section II." Journal of Negro Education. Winter, 1970 p. 91. EJ 015 917.

This paper argues the need for a complete reanalysis and reappraisal of the total offerings of American History in the U.S.

Teaching About Minorities

Allport, Gordon. The ABC's of Scapegoating. New York: Anti Defamation League of B'nai B'rith, 1969.

This is the outline from of a work expanded into the author's book, The Nature of Prejudice. It provides a general view of the working of prejudice against any minority.

Anderson, John, Harold Thyfault, Henry Weyno, and Gene Young. Teaching Minority History: A Supplement. Denver: Arapahoe County School District 6, 1970.

This guide has four sections. One is an annotated tape catalogue. The second section is lesson plans developed by the Denver Area Consortium for Teaching About Minority History. The third section lists simulation games useful for introducing the study of minorities, and the final section is an annotated list of films on minority heritage.

Atkins, James A. Human Relations in Colorado. Denver: Colorado Department of Education, 1968. ED 028 459.

A historical treatment of how human relations have been handled in Colorado. An evaluation is made in the concluding chapter. References are given at the end of each chapter for further reading.

Caselli, Ron and others. The Minority Experience - A Basic Bibliography of American Studies. Santa Rosa, California: 1970, ED 038 221.

Approximately 950 books are periodicals published between 1940 and 1969 are cited in this bibliography prepared for teachers and students of American minority ethnic groups. Afro-Americans, Mexican-Americans, and Native Americans are the three groups specifically covered in the bibliography. The titles dealing with each minority group reflect concern for many areas of inquiry. Specific areas of concern are sociology, economics, and psychology. Most citations have been included to provide a historical approach to current problems.

Education Colorado Supplement, Part I. November 10, 1970. Published by the Colorado Department of Education.

This provides annotated selected list of references for the teacher and the student. It includes material on Orientals in addition to material on Blacks.

*Education Colorado Supplement, Part II, November 24, 1970. Published by the Colorado Department of Education.

It provides an annotated selected list of works for all levels, as well as source material for the teacher.

Englehardt, Donald P. "A Two-Pronged Approach to Teaching Minorities." Audiovisual Instruction. December 19, 1969. p. 43. EJ 015 054.

The article describes a program at the Denver area Summer Institute at which 80 local secondary teachers were given an 8-week course aimed at helping them understand and teach Hispano and Afro-American history.

*Griffin, Louise. Multi Ethnic Books for Young Children. Washington, D.C.: ERIC, and the National Association for the Education of Young Children. ED 046 519.

An annotated bibliography for young children, especially those belonging to the ethnic groups. Also given are some references for adolescents and adults. It is useful as a list of works which incorporate the experiences of ethnic groups into the texts of readers, etc.

Haberbosch, John F. and others. Annotated Bibliography: Afro-American, Hispano and Amerind; with Amerinc; with Audio-visual Materials List. Denver: 1969. ED 033 635.

Readings and audiovisual materials, selected especially for educators, related to the study of Afro-American, Hispano-American, and American Indian cultures are included in this 366-item annotated bibliography covering the period from 1861 to 1968. Historical, cultural, and biographical materials are included for each of the three cultures as well as information on the unique problems of each. Other sections deal with school segregation, politics, voting, discrimination, and civil rights in Colorado. Audiovisual materials include films, filmstrips, records, and tapes. A general section features works on language, culture, and race relations. Indication of reading level is noted; price and availability are frequently provided. Not available in hard copy due to marginal legibility of original document.

*History and Contributions of Black Americans and Spanish-Speaking Americans. Los Angeles, California: Childrens Music Center, 1969.

This catalogue of both print and non-print material covers not only Blacks and Chicanos, but other cultures too. Sections are arranged according to age groupings.

"Indian-Hispano History." State Historical Society, Denver.

These history lessons are presented at the State Museum through slides, music, and objects. The lessons are designed for fifth and sixth-grade students, and are presented Monday, Tuesday, Wednesday and Friday during the school year. The section covers the Indians migration to the New World, hunting and farming practices, and life styles in New Mexico and Arizona. The Hispano section deals with the Spanish settlements in the Southwest and the traditions of the Spanish which persist today. Arrangements can be made by contacting the School and Interpretive Services, phone 892-2069.

*Mary Smith Meets Mr. People. New York: Anti Defamation League of B'nai B'rith, 1966.

This play is for pre- and early teenagers to teach about the problems in human relations. It is short, calls for little equipment, and six characters. It can be easily presented in a classroom.

Metcalf, Fay. "Minority Cultures in America--An Experimental Social Studies Course." National Association of Secondary School Principals Bulletin, April, 1970. EJ 018 389.

A social studies course in Colorado concentrated on the problems and contributions of minority groups in general.

*Phillips, Earl, and Edward Beasley. "Some Philosophical Approaches and Guidelines Used in the Study of Minority Groups in American History." Denver: Colorado Dept. of Education.

The paper provides a rationale for the inclusion of minority history in secondary education, as well as a curriculum guide for the implementation of the study of minority cultures. Negros and Mexican-Americans are the two ethnic groups covered.

Resources for Human Understanding. Denver: Curtis Media Services, School District 6, Arapahoe County, 1970.

This annotated bibliography lists films, tapes, visual presentations, and filmstrips, as well as books on Blacks, Chicanos, and Indains. Appropriate level for usage is given.

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*These documents are currently being processed for inclusion in RIE and should be available in July or August, 1971.